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ABSTRACT

Intended primarily for student teachers and beginning teachers, this paper provides a base from which teachers may develop their own approach to classroom management and suggests ways of fostering a classroom climate conducive to effective management and student self-discipline. The discussion begins by considering four factors influencing classroom practices in New South Wales, Australia: the school system, the school, the classroom, and the home. Managerial and disciplinarian approaches to controlling students are differentiated, and a list of questions designed to help teachers organize classrooms is provided. Three basic causes of misbehavior and four purposes of student attacking and defending behaviors are identified in a discussion indicating the hazards associated with using reward and punishment in instructional settings. Behaviorist, motivational, and Adlerian models for managing behavior are sketched, and various suggestions are offered about nonverbal messages, principles for effective management, ways of facilitating self-discipline, and teacher self-appraisal. Supplementary "Do's" and "Don'ts" and other hints are also offered. In conclusion, guidelines for student teachers and their cooperating teachers are offered. (RH)

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CLASSROOM MANAGEMENT

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This document is primarily for student teachers and beginning teachers. However, as classroom management and discipline are perennial concerns in schools, experienced teachers may also find it useful. Its purpose is twofold.

(i) to provide a base from which teachers may begin to develop their own philosophy about and approach to classroom management.

(ii) to offer some suggestions which may be implemented in the classroom to foster a classroom climate conducive to effective management and self-discipline.

1. INTRODUCTION

Although primary and infants' teachers are largely responsible for what takes place inside their own classrooms, they rarely operate in isolation from the broader school environment and community. In relation to classroom management there are four levels at which parameters are set which influence classroom practices: the system, the school, the classroom and the home.

(i) The System

In New South Wales the central aim of primary education is to guide individual development towards "perceptive understanding, mature judgment, responsible self-discipline and moral autonomy" (Department of Education, 1977: 14). The Thomas Committee in its report on behaviour problems and discipline in schools stressed the importance of self-discipline (Thomas, 1980). In addition to these philosophical statements, instructions to teachers concerning corporal punishment (Handbook, Book 3, 1975: 122-123) state:

(1) Sound methods of education will render corporal punishment unnecessary, except in extreme cases. Exceptional or persistent misbehaviour by pupils should be seen as a case for counselling.

(2) Corporal punishment may be administered by the principal. The principal may delegate this authority to the deputy principal or to any other teacher.

(3) Corporal punishment is not to be administered by a teacher under 21 years of age, in each case, with the approval of the principal and in the presence of the principal or the deputy principal.

(4) The principal must keep a written record of all delegations of authority to inflict corporal punishment. A review of such delegated authorities should be made by the principal from time to time, so that no misunderstanding exists among members of staff as to which of them is authorized to inflict corporal punishment.

(5) The corporal punishment of girls of 12 years and over is prohibited.

(6) Where resorted to in extreme cases, corporal punishment is to be administered on the palms of the hands in the customary manner with a light cane. All other forms of corporal punishment are strictly forbidden.

(7) All cases of corporal punishment must be recorded in the manner prescribed in the punishment book. Where authority to administer corporal punishment has been delegated by the principal, it is the duty of the principal to see that all punishments are recorded. He should initial entries made by teachers under delegated authority.

(8) If a parent makes a request in writing that his child be not caned, the teacher shall not use the cane upon that child. Under these circumstances, the parent must be given to understand that the child is not thereby exempt from the discipline of the school, but is subject to appropriate action, other than corporal punishment, in the event of seriuos misdemeanour.

Thus, at the central level, emphasis is being placed on praise and reward, promoting self-discipline and involving children in decision-making processes rather than on externally imposed punishment and disciplinary measures.

Boer & Gleeson (1982:150) correctly observe that "dramatic changes have occurred in recent decades in the methods regarded as appropriate to maintain order in the school environment". They continue (p.154)

> "Acts done in the heat of the moment such as cuffing a student on the ear may at one time have been tolerated, but no scope now remains for such practices. Actions such as hurling chalk, which would have at any time been difficult to characterise as punishment, would now be something a teacher would do at peril of liability for assault."

(ii) **The School**

In 1982 state primary shools were required to submit a policy on Discipline and Pastoral Care to the Director General of Education. No doubt there are great variations in length and substance of these policies. The important point is that all schools should at least have a written statement on philosphy and practices concerning discipline which is relevant to their particular situation. (Of course, there may be little resemblance between the written statement and actual practice!) But the school policy should serve as guidelines for teachers (and student teachers) to work within.

For example, one school discipline policy states:

"The goals we are seeking in the behaviour of students at this school are:

- self esteem
- consideration for others
- acceptances of differences in others
- cooperation with others
- honesty and reliability
- respect for the environment
- good sportsmanship
- making one's best effort.

We believe the best way to achieve these behavicur goals is by aiming for self-discipline in the following ways:

- increasing child's self-esteem.
- direct reinforcement - through rewards and sanctions, the emphasis should be on rewards, (not necessarily material rewards).

- giving children responsibilities.
- a patient, caring attitude by teachers.
- a persistent and consistent approach by teachers.
- having few rules - these rules should be understood by all children.
- children being aware of the consequence of unacceptable behaviour."

(St. Ives North Primary School, 1983)

The policy goes on to list unacceptable behaviour, consequences of unacceptable behaviour and school rules.

(iii) **The Classroom**

The class teacher is, undoubtedly, the most influential figure in the management of behaviour and organisation in her/his own classroom. Indeed, the school policy may enhance or impede classroom practices depending on the "fit" between the policies of the school and teacher. For example, difficulties may be encountered in a situation where, at the school level, there is instituted a system of rewards in terms of House points and trophies (for "good" work, behaviour, spelling etc.) awarded at the weekly assembly, but the teacher wishes to establish intrinsic rewards and motivation.

(iv) **The Home**

Recent research emphasises the importance of home/school relations in children's learning. The disirability of strong home/school relations is stressed in Department of Education documents (e.g. Primary Aims, Reading K-12). Establishing good home/school communication is no less important for the development of effective classroom management. The teacher needs to know something of parental attitudes towards discipline. Do they resemble:

> "Jees, belt 'im Miss! If 'e mucks up at 'ome 'e gets a good backhander across the ear!"

or

> "It has come to my attention that my child has been deprived of her play at lunchtime ..."

or

> "I hope you can do something with her, I can't, not since her dad left home".

It is most important for the teacher to communicate to parents her/his expectations and practices. In some cases of misbehaviour, parents may be required to work with the teacher to try and change the behaviour.

The student teacher needs to become familiar with:

- the official statements of the system
- the school policy
- the cooperating teacher's policy
- the home circumstances of the children

When this information is clear, the student can begin developing ways which she/he might operate within these guidelines.

2. MANAGE OR DISCIPLINE
(Company Executive or Sergeant Major?)

Often, for student teachers, a major pre-occupation is with maintaining order. So that first experiences in the classroom are more to do with "not losing control" than with children learning. "How can I control them?" "How can I improve my classroom management?" "What can I do about my discipline?" they are wont to implore. Are the terms management, control, discipline, synonomous? They are often used interchangeably. Should they be so used?

Some dictionary (O.E.D.) definitions might help.

control:	dominate, command, hold in check.
out of control:	no longer subject to guidance.
discipline:	system of rule for conduct, behaviour according to established rules, order maintained among school children, soldiers, prisoners, bring under control, train to obedience.
manage:	handle, conduct, control, take charge of, gain one's end with.

A perusal of these definitions will lead to the conclusion that the terms can be used interchangeably. However, when educators refer to "classroom management" something broader and more democratic than control or discipline is implied. For discipline and control impose external constraints, whereas manage leaves room for children to be involved.

Byrt & Masters (1982:3) describe the ideal manager as one who

formulates strategy
implements strategy
makes decisions
organises people
manages people (directs, motivates, leads)
carries out professional, technical or operative work.

Further, in order to carry out these functions, the manager may forecast, plan, organise, command, coordinate or control.

In relation to the classroom teacher these points can be elaborated as follows:

formulates strategy:	planning - what, how, why will be learnt, aids, materials etc.
implements:	teaches
make decisions:	pre-lesson, during lesson, after lesson, about classroom, materials etc., children, parents, community.
organises people:	children
manages people:	gives direction, instructions, needs to motivate children, make learning interesting, and leads.
carries out professional, technical or operative work:	all the day-to-day routines and professional reading, whole-school responsibilities, planning, preparation etc.

To be a good disciplinarian carries with it the connotation of using power, authority, and punishment to enforce rules and conformity to the desired behaviour. There are undertones of subordination of the weak and powerless (the children) by the strong and powerful (the teacher). Thus, it is generally held that it is more desirable for a teacher to have good management skills than it is to be a good disciplinarian. There are no absolutes, however, for a recent advertisement for a well-known private school in Sydney asked for "A Sergeant Major" to take charge of the school's discipline".

3. ORGANISATION

(The key to survival ... or is it?)

Byrt & Masters (1982) include the organisation of people - their description of the ideal manager. While primary and infants' teachers do organise people (i.e. the children they teach), they are also required to organise their time, their use of space in the classroom, the materials they use in teaching and movement and activities.

Nicholls & Nicholls (1975: 91-92) pose the following questions to help teachers establish effective organisation within the classroom.

Children

- Will children be grouped? For what lessons?
- How will they be grouped? (Age, ability, interest, sex)
- Will there be a group leader?
- How will the leader be appointed?
- Who will organise the group?
- What rules need to be established for group work?
- Where do they eat lunch?
- How are they organised for P.E., Sport, Assembly?

Time

- What has to be done each day?
- What will be done, when?
- How much time will be spent on each task?
- How can time be organised so that the teacher can spend a reasonable amount of time with each pupil?
- When will marking of children's work be done?
- How will the children's time be allocated?
- Who will make decisions about this?

Space

- Where will the different activities take place?
- Can space outside the classroom be used (corridors, patios)?
- Is the teacher's desk necessary?
- What is the most effective way of arranging children's desks?
- Am I going to use the chalkboard?
- Can all children see the chalkboard?
- Is the "front" of the room constant or do children face different directions for different activities?
- Can cupboards be moved?
- Are traffic ways kept clear?

Materials

- Are all materials in the room used or are they taking up space unnecessarily?
- Are materials easily accessible?
- Are materials kept in an orderly fashion?
- Are stocks replenished before they run out?
- Are pencils kept sharp? Paint brushes clean? Scissors returned to their container? and lids kept on paint and paste pots?
- How and when will children's work be displayed?

Movement

- How best can opportunities be organised so that pupils spend more time learning and less time moving about unnecessarily?
- Who is to have access to the general store cupboard?
- Are children to be allowed to help themselves, as they need them, to pencils, rulers, books, etc.?
- Are children to be allowed to move about the classroom freely?
- Is it necessary to have school and class rules about movement? e.g. can children be in the classroom before school? Should children go to the toilet only at break time?
- Is it necessary to insist on pupils keeping to the left when walking along the corridors?
- Should children walk (not run) down stairs and along corridors?
- Should children line-up before coming into school?
- Is the use of certain equipment restricted to older children?
- Is the use of outdoor equipment to be restricted for use only under teacher supervision?

4. MANAGING BEHAVIOUR
(I'm the Boss here, kid!)

Even the most skilful of experienced teachers will encounter instances of "acting out", individual behaviour problems and sometimes whole classes which have a reputation of being "tough", troublesome, hard to handle. This behaviour can be encountered as frequently in Kindergarten as it can in Year Six.

Sometimes the best laid plans, the most interesting and well-organised aids, the most carefully devised and appropriate organisation will prove ineffective. Children will be disruptive, inattentive and seemingly averse to learning anything. What can be done in such cases?

For a start, try to think positively. Avoid "blaming the victim" (the victim being the child, not the teacher! Although some teachers may often feel the opposite to be true!). Do not let yourself fall into the trap of saying or thinking:

- "I've got the worst class in the school. No-one has ever been able to do anything with them! Poor me!"
- "That Bruno! He's driving me up the wall. Always thumping someone and jumping around. His English is hopeless, too!"
- "What's wrong with Mandy Beckett? She's just the end! Why can't she cooperate? It must be the situation at home."
- "Ben should never have come up from Infants' School. He's just not ready for third grade."
- "Fiona's uncontrollable. She's emotionally disturbed. She should be in a special class."

Consider that there are three main areas from which misbehaviours stem:

(i) an inappropriate curriculum - a curriculum which places demands on children which they cannot or will not meet or a curriculum which is not challenging enough, i.e. the work is too easy, too hard, too boring or irrelevant.

(ii) a physical or emotional need which is unsatisfied in a child, e.g. tired, hungry, poor hearing, unable to understand the language of instruction, insecure, conflict of values between the home and school, anxious.

(iii) a desire on the part of the child to stretch limits and test authority.

You need to take a thorough appraisal of

- yourself - your own behaviour, expectations, voice, instructions, feelings
- the curriculum - the objectives and learning activities you have prepared.
- the environment - home and school
- the child.

Look for possible causes of the misbehaviour. Then something may be done to change it.

Balson (1982: 44) considers that teachers' inability to cope with the various forms of classroom disturbances is the result of their being unaware of the purpose of misbehaviour. He is of the opinion that all behaviours have a purpose, although children are usually not aware of the purposes of their actions. He goes on to state (p.47) that "teachers make a great mistake when they concentrate on student behaviour rather than on the purpose of student behaviour. Balson identifies four possible goals of inappropriate behaviour: (i) attracting attention; (ii) demonstrating power; (iii) seeking revenge; (iv) escaping by withdrawal. These four goals and some examples of the behaviour which reflect the goals are shown in Figure 1.

Types of classroom misbehaviour		
Student's goal	**Attacking behaviour**	**Defending behaviour**
Attention seeking	The clown The nuisance The smart alec The show-off Obtrusive Instability Walking question mark Unpredictable Bright sayings	Lazy Anxious Speech problems Bashful or shy Untidy Self-indulgent Excessively pleasant Frivolous
Power	Argues Rebels Defiant Contradicts Billy Temper tantrums Untruthful Disobedient (carries out forbidden acts)	Unco-operative Dawdles Stubborn Disobedient (won't do what he's told) Forgetful
Revenge	Stealing Vicious Destructive Cruel Delinquent behaviour Violent	Sullen Moody Morose Passive hate Refuses to participate
Escape by withdrawal		Stupid Idle Incapable 'Hopeless' Juvenile ways Won't mix Fantasy activities Solitary activities

Figure 1 **Classification of Behaviours with Undesirable Goals**

(from Balson, 1982: 50)

Having found out why the child is misbehaving, what do you do?

* You could try punishment ... perhaps.

  Punishment is used by a good many teachers. Yet most textbook writers and, indeed, the Thomas Report, decry the use of punishment as being undesirable. Of course, physical punishment (hitting, shaking, tapping on head etc.) is not to be used in government schools in New South Wales. But, there are other forms of punishment: detention, deprivation of something highly desirable, sarcasm, humiliation, withdrawal of adult love, criticism, reprimands, threats, social isolation. Are these punishments all to be avoided, at all costs? Some, like physical punishment can be damaging, but are they all damaging?

What are the pitfalls?

* Maria continually calls out, annoys the children sitting near to her (attention seeking). The teacher says, "Get down here Maria, and sit beside me. You simply cannot be trusted to sit anywhere else!" Punishment? or reward? (Adult attention can be very reinforcing.)

* Alf has been abusive and defiant (seeking power). In desparation the teacher yells, "Get out of my sight! Go and stand in the corridor!" Social isolation? Quite a lot of people come and go up and down the corridor and Alf doesn't have to do the comprehension sheet - which he hates.

* Beth and Sam have been fighting over a library book till, finally, it gets ripped. The teacher sends them both to the Principal. Beth is terrified because the Principal coaches swimming with her mother on Saturdays. Sam is happy - the Principal will give them a talking-to and then leave them to sit outside the office. Sam can dream about beating his home computer at chess.

The message from these examples is clear. If punishment is to be used, it must be carefully thought-out, and not be random, and ad hoc and of the heat of the moment. It must never be in any way damaging. It must suit the misdemeanor and it must also suit the child who is misbehaving.

* You could try encouragement, praise and reward.

> "Teachers use a wide range of rewards: tokens, stamps, free time, a kind word or smile, a look, a gesture, certificates, privileges and sweets. No one type is necessarily any better than another, but, our preference is for those that are less tangible and more personal - those that imply a relationship between two people".
>
> (Thomas Report, 1980: 23)

Such a view is by no means universally accepted. Balson (1982: 117) states that "not only are rewards and punishments inappropriate in today's schools, but they are no longer effective". The reasoning of this point of view is that teachers are responsible for handling out rewards and punishments, thus becoming responsible for pupils' behaviour. The rewards and punishments prevent children from making their own decisions about their behaviour. Thus, there is a strong argument for avoiding rewards (as well as punishment) if self-discipline is sought.

Praise is not without its perils, either, as Ginott (1972) has pointed out. Ginott (1972:125) considers that evaluative praise is destructive and appreciative praise is productive. Try and praise the deed, not the doer. Not, "Good girl, Jo-Ann!" but "You've done that work well, Jo-Ann" or "Thank you for putting those books away, Jo-Ann. The bench is much tidier now". When following-up a response to your questions, try "good answer!" "good try", "you're on the right track", "that's a good explanation" rather than "good boy" or "good girl".

* In a kindergarten class a boy pinched one of the girls and made her cry (and left the tell-tale red marks on her leg!). "O-oh! Christopher's a naughty boy, isn't he, Mrs Green?" "No", said the teacher, "But what he did was very naughty indeed". Then she proceded to explain why pinching another child is unacceptable behaviour.

As long ago as 1930, Adler, a noted psychologist, wrote:

> "An educator's most important task, one might say his holy duty, is to see that no child is discouraged at school ..."

This statement holds true today. Children need to be encouraged to participate, for trying, for having high standards, to learn. In Teacher A's classroom this is what children hear all day:

> Hurry up there, John and Sue! I'm tired of waiting! You can do that again, Rebecca, I'm not accepting work like that in my class. Too much noise! Put yourhands on your head everyone. We can't go on while that rumpus is going on! What do you think you're doing? That is NOT the way I told you to do it.

The children in Teacher B's room hear:

> Is there some problem, John and Sue? The bell's going in about ten minutes, so can you sort it out quickly? That's a good story, Rebecca; is that your best writing, though? There's a lot of noise from Tom's group. You must have some good suggestions to share with us.

Whose class would you rather be in?

5. FROM THE THEORISTS AND RESEARCHERS

Brophy & Putman (1978) concluded that there is as yet no theory of classroom management. At best education have relied on the "wisdom of the practitioner". However, there are various approaches to managing behaviour developed from theories:

A. Behaviourist Model (see O'Leary & O'Leary, 1977)

Characteristics of behaviourist model with children

- focus on observable behaviour
- determine what is inappropriate behaviour
  - frequency
  - intensity of occurrence
  - rate
- treat behaviours as problems not symptoms. Most misbehaviours in the classrooms are learned behaviour and then they are problems in themselves, and not symptoms of other problems.
- assessment of target behaviours and their environmental determinents.

Behaviour Modification Procedures

According to O'Leary & O'Leary (1977:30) there are numerous behaviour modification procedures existing today but, in general, all such procedures can be used to increase or decrease behaviour.

Procedures to increase behaviours include: praise and approval, modeling, token reinforcement, programmed instruction, self-specification contingencies, self-reinforcement, establishment of clear rules and directions, shaping.

Procedures to decrease behaviours include: extinction, reinforcing behaviour incompatible with undesired behaviour, soft reprimands, time out from reinforcement, relaxation, response count, self-evaluation.

B. Motivational Model (see Gnagey, 1981)

This model is based on Maslow's theory of motivation in which motivation is seen as "the total of all the forces that cause a person to expand energy on one thing or another" (Gnagey, 1981: 11). The central tenet of this model is the understanding and proper utilisation of the forces influencing motivation.

These forces are:

Needs

Maslow (1954) was of the opinion that there are maintenance needs and growth needs (knowledge, understanding, aesthetic). He believed that maintenance needs must be satisfied before growth needs can motivate human behaviour. That is, a student must feel secure and good about her/himself before learning can effectively occur.

Arousal

Gnagey (1981: 14) says that if your learning activities keep children's arousal level about midway between slumber and panic, they will perform with optimal effectiveness. Teachers who wish to arouse and direct student attention must learn to manipulate relevance, complexity, intensity, novelty and incongruity in their presentation of learning materials.

Expectancy

One's anticipation of the rewards or punishments that may be consequences of a given activity result from past experiences, persuasion and information.

Rewards and Punishment

Rewards perpetuate responses and punishment supresses some responses.

C. An Individual Psychology Model (see Balson, 1982)

This model is derived from the formulation of Alfred Adler who has been described as one of the first humanistic psychologists.

The basic assumptions underlying this model are that the basic motivation is to belong, that humans are basically social beings who can only be understood holistically, that behaviour is purposive, unified and consistent and that people are active decision-makers who fashion their own personalities by their subjective or phenomenological view of experience. (Balson, 1982: 13).

Research

Kounin's (1970) study of discipline and management in classrooms is one of the most well-known and comprehensive studies in the area. It has become almost a "classic" which is referred to by most writers and researchers on discipline. Three aspects of discipline which Kounin reported on are: The ripple effect, desist techniques and withitness.

The ripple effect refers to the effect a teacher's attention/comments have on children other than the target child. Kounin (1970:10) found that the clarity, and firmness of the teacher's statements influenced the ripple effect. A simple "stop that" has little clarity. It is much clearer and thus more effective if a statement such as: "Stop talking, Maree and Jenny, you're disturbing the people next to you". is given. Firmness refers to how much a teacher sounds as though he/she means it. It is strengthened if the statement has follow through, e.g. "Stop talking" then look at the person talking till talking ceases.

Desist technique refers to the strategies the teacher uses to get the misbehaving child to behave appropriately. It was found that desist techniques, of themselves, were not effective. How teachers used them and other factors operating in the classroom influenced the effectiveness. Thus, techniques used by one teacher effectively are not necessarily effective for another teacher.

Withitness refers to a teacher's ability to communicate to children by actual behaviour (rather than simply saying: "I know what's going on") that he/she is aware of what all children are doing. Kounin (1970) concluded that a teacher's "withitness" may be said to induce work involvement, especially in recitation sittings, and to restrain deviancy in both recitation and seatowrk settings".

In an extensive review of research into classroom management in the elementary grades, Brophy & Putman (1978) concluded that the teacher skills that appear most crucial to successful managing are planning, organising and maintaining a learning environment that maximises student enjoyment in productive activity. These reviewers stressed three major points which they identified from the literature:

- most research has been done in self-contained classrooms, little has been done in alternative settings,
- good management is related to creating and maintaining a classroom atmosphere conducive to learning, i.e. where children are actively involved and on task,
- personal characteristics of the teacher are important - the teacher needs to model attitudes, expectations and behaviour.

An English study by Nash (1976) examined the attitudes and expectation of junior (Primary) school children. In an interview the children were asked what a "good" teacher was like. The "good" teacher was most often described (in order of priority) as one who

(i) keeps order
(ii) teaches you
(iii) explains
(iv) is interesting
(v) is fair
(vi) is friendly.

6. WORTH A TRY

There are many ways to skin a cat. So too, as can be seen, there are many ways to effective classroom management. Although there may be some "tried and true" practices which are used by many teachers, there are no quick recipes, no sure fire solutions which can be used by all teachers, with all children, in all situations with confidence of guaranteed success. Some situations call for their own solutions.

A beginning teacher found that the only way she could gain the attention of a class of rather unruly fourth graders was to blast shrilly on a whistle. This practice was not viewed with great pleasure by other teachers!

An Infants' Mistress, trying to get a chronic stealer of money to admit to taking money from a teacher's bag (caught in the act on this occasion) finally brought him to his knees with "you don't want me to take my glasses off, do you?"

Here are some suggestions which you might find useful.

Non-Verbal Messages

Eye contact and voice are two of the most powerful weapons the seargent major has. They are also two of the most useful assets of the company executive. The classroom teacher should learn to use them with confidence and effect.

During an address to the whole school by the School Inspector, a kindergarten teacher noticed one of her boys eating salted peanuts. (It was nearly lunchtime and the talk was boring!) When the boy looked her way, a raised eyebrow and understanding look got the peanuts into a pocket.

Mr Costello could be heard from one end of the football field to the other. In class he hardly raised his voice above a whisper. But, his sixth graders knew if he did, something was amiss.

Teachers also convey powerful messages by the way they stand and position themselves in the classroom. Do you stand by the overhead projector, or in front of the chalk board nervously clutching your lesson notes, or do you move confidently around the room? Even discussions can be conducted from various positions. The teacher does not always have to be "out front".

Five Principles for Effective Management

- adult attention is very reinforcing (either for good or bad behaviour)
- a pupil must feel good about her/himself before learning can occur.
- praise the good
- ignore inappropriate behaviour
- be consistent and fair.

Self-discipline - that's the goal

You might be aiming to change your class of screaming monsters into human beings of "perceptive understanding, mature judgment and responsible self-discipline". It might help if you keep in mind:

- change takes time.
- show confidence in children - expect them and allow them to do things.
- be a leader, a guide, not a pusher.
- allow choices.
- solicit suggestions from the children.
- give reasons why something should be done.
- start with small amounts of freedom - increase the amounts with experience.
- establish rules with the children.

An environment conducive to self-discipline has:

- mutual respect by and for everyone in the classroom.
- clear understanding of expected behaviour.
- participation by members of the group in establishing and maintaining rules of conduct.
- a pervasive feeling of success for all members of the group - develop self-worth in all children.
- evidence of free expression which is not damaging to others.
- an absence of feelings of hostility.

Some Helpful Hints

- Turn on and tune in to what's going on around you. Some teachers call it having "eyes like flies" (with-it-ness).

- Praise the action not the person.

- Try and pick out the appropriate behaviour as a model rather than always berating and scolding the inappropriate behaviour, the non-attenders; for, while you are waiting for the talkers and fiddlers, those who were sitting and attending to begin with are likely to get bored while they are waiting - after all, why shouldn't they have some attention, too?

- When supervising independent work (e.g. writing, craft) praise an individual's work in a voice that can be heard by all (the ripple effect).

- Show your enthusiasm and pleasure.

- When children are moving from the floor to their desks (or desks to floor) do it one group at a time.

- When you have established rules, stick to them.

Kids are people, and like to be liked, and like most people:

- They like to think you know their name;
- They hate discomfort;
- They like to understand what people say (loud enough? clear enough? too difficult?)
- They bloom in a warm, positive atmosphere with regular showers of praise;
- They respect fairness and need forgiveness;
- Failure, particularly PUBLIC failure, destroys them;
- They like to see their own progress;
- They resent being "a dog with a bad name" or watching someone else be "petted";
- They respect rules that are fair, reasonable and apply <u>equally</u> to all;
- They like people who are confident enough to:
  a) laugh
  b) apologise for errors
  c) be <u>caring</u> in private interaction.
- They can handle criticsm of their own actions, but not of their <u>SELF</u>.

Teachers have status and they serve as models to children. So:

- **IF** you value and enjoy learning - so will your students.
- **IF** your self-concept is healthy - you can help theirs.
- **IF** you think your rules and assignments are rational and reasonable - explain them. **IF NOT** - change them.
- **IF** you think there are certain standards of speech, language and behaviour - SET them.
- **IF** you want politeness and courtesy - give it.
- **IF** you establish a routine - reinforce it.
- **IF** you want children to take responsibility for their own behaviour - allow them to.
- **IF** you think its <u>Them vs. Me</u> - it will be!!

By all means do your own thing but DON'T

- Keep a dead lesson going. BURY IT!
- Be over familiar.
- Make impossible promises.
- Have "pets".
- Make threats in anger.
- Send pupils outside.
- Ridicule children.
- Speak too much, too loudly.
- Try to talk over the noise to be heard.
- Use mass punishment.
- Bribe children.
- Get emotionally involved in discipline freak-outs.
- Be hesitant.
- Be late.
- Be disorganised.

and **don"t** be BORING! BORING! BORING!

DO, on the other hand:

- learn as much as you can about each child's background, abilities and interests.
- Focus attention when beginning a lesson.
- Keep a lesson moving without dead spots.
- Minimise disruptions and delays.
- Monitor attention all the time and stimulate it if it flags.
- Establish clear rules and expectations.
- Ask for help if you need it.
- Schedule unsettling activities just before a break or, follow with a quiet lesson.
- Allow children responsibilities.
- Cultivate the attitude that "we" have a job to do.
- Move around a room and get close to trouble spots.
- Watch for ringleaders. Catch the eye of a culprit.
- Pitch your voice low enough to force attention.
- Be prudent with praise for the attention-seeker.
- Use Behaviour Modification techniques - praise and ignore or disapprove.
- Know the routine procedures of your school.
- Prepare your work and resources and provide activities to cater for the range of ability in your class.
- Watch an experienced Infants' teacher.
- Know what behaviours are typical of children.
- Learn and SYSTEMATICALLY practise management techniques.
- Keep something in reserve at all times: A Busy Box or Ideas Bank or Serial Story.
- React appropriately to misbehaviour and be aware of the range of reactions available to handle off-task behaviour.

Self Appraisal

Constanty ask yourself:

- How did I look?
- How did I sound?
- Where did I stand/sit/move?
- Where did I look? (at the children or at the spot on the back wall, above the Picasso print?)
- Were my directions clear?
- Was I consistent?
- In fact, you could use the previous DO's and DONT'S as a checklist.

7. ESPECIALLY FOR STUDENT TEACHERS AND THEIR COOPERATING TEACHERS

Student teachers are in a particularly vulnerable situation when it comes to classroom management. Discipline, maintaining order, not losing control, are among their chief concerns. This is understandable. Of course you do not wish to burst into tears or display undignified rage in front of the class anymore than you wish to witness a riot among the children or engage in a battle to gain their attention. Teachers (and especially student teachers) want to feel good about

themselves and about teaching. Poor management leads to feelings of frustration and failure, low self-esteem and inappropriate teacher-pupil relationships. In addition, your ability to "control the class" is, in the main, what your cooperating teacher uses to judge your success or failure as a teacher.

As a student teacher you are a visitor in the classroom. By the time you arrive at the school, classroom management, disciplinary techniques and rules are usually well-established. You do not know, at first, what the expectations are or what the limits are. But, it is probably fairly safe to assume that, in most classrooms, discipline is imposed on children and that they are used to being told not only what to do but how to do it.

So it would be unwise for you to start by expecting children to make decisions, even, in some classes, to work independently. Remember also that there is still a commonly held opinion by teachers and principals that

a quiet room = children working = a good teacher

Of course, the fallacy of such a belief is not hard to prove. But it is a belief which is still very much alive and well in our schools.

Like you, children want to be liked. Most children want to learn. Like you, they would probably prefer to spend their day in a relatively calm and productive environment free from harassment and hostility. However, they also like to test the limits. Sometimes, limits set by society, schools and teachers are, to children, apparently unreasonable and unfair. Thus, children try to go beyond what is acceptable to adults and society in general.

In a recent newspaper report on the use of computers in primary schools, a child was quoted as saying, "I'd rather learn from the computer because it doesn't rouse on you all the time!" What can you learn from this statement?

While you are a student teacher working on someone else's class, two possibilities might arise:

(i) You have already evolved an approach to classroom management, discipline, rewards and punishment that is right for you. If you happen to have a cooperating teacher who uses a similar approach there are usually few problems. However, where your approach and your cooperating teacher's approach are not compatible, you will experience a conflict. Do you use practices which you do not agree with, for the sake of sanity and a good "mark"? Or, do you persevere with what you feel to be right?

As your position as student teacher is fairly powerless, it is highly likely that you will adopt the approach of the cooperating teacher. Whether you continue to use this approach when you have a class of your own will probably depend on the strength of your convictions. You may become like many teachers and say, "I don't believe in this, but it works!" It is to be hoped that ultimately your own convictions will win.

(ii) If you have not thought much about discipline or classroom management, you will probably slip into the ways of the cooperating teacher, or find yourself reverting to things you remember teachers doing in your own school days, or simply wasting a lot of time and getting frustrated. What you will be doing is finding quick solutions to problems as they

arise, without giving any thought to why you are taking some action or to the consequences of your actions. The approach to discipline you acquire in this manner may not be the "best" for you and the children you teach in the long term. The methods used may not serve, in the long term, to develop self-discipline in children.

The importance of working-out for yourself what you expect of children and what is "right" for you cannot be over-emphasised. Applying superficial, stop-gap remedies may remove the nuisance and allow you to "finish the lesson" but may not effect any real change in behaviour in the long term and may not necessarily help you should a similar situation arise on other occasions.

To help you in developing and strengthening your management skills, your cooperating teacher should:

(i) recognise that not all student teachers are "hopeless" at classroom management - many have no more problems than experienced teachers encounter;

(ii) recognise that problems may occur because of incompatibility of expectations/actions;

(iii) make available to you all official documents and statements on discipline and classroom management, so that it is clear to you what departmental, school and class policies are;

(iv) know why she/he does what she/he does so that they can explain this to you: how can you consistently implement a strategy if you do not know what the strategy is or what behaviour it is expected to eliminate/ produce;

(v) open up channels of communication with you in order that management and effective strategies can be discussed freely so that both you and she/he understand each other's motives/actions and so that you become fully aware of rules, expectations and idiosyncratic behaviour of individual children.

In summary, the following suggestions may help:

. know the class rules, expectations and procedures,
. talk to your cooperating teacher - ask for suggestions,
. learn as much as you can about each of the children,
. have your lesson thoroughly planned,
. be organised - know where materials are kept,
. look and sound confident and sure of yourself,
. focus your attention on children and away from yourself,
. be firm and definite when giving instructions,
. have plenty for children to do and keep them on task,
. have extension activities for fast workers,
. praise and encourage appropriate behaviour/work,
. establish some procedures and expectations of your own.

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